DOCUMENT RESUME

ED 465 659 SO 033 639

AUTHOR	Parrini, Michelle, Ed.
TITLE	The Promise of Law-Related Education as Delinquency Prevention. Technical Assistance Bulletin.
INSTITUTION	American Bar Association, Chicago, IL. Public Education Div.
SPONS AGENCY	Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
REPORT NO	Bull-19
ISBN	ISBN-1-59031-064-0
PUB DATE	2002-00-00
NOTE	14p.
CONTRACT	95-JS-FX-0017
AVAILABLE FROM	American Bar Association/Division for Public Education, 541 North Fairbanks Court, Mail Station 15.3, Chicago, IL 60611-3314. Tel: 312-988-5735; Fax: 312-988-5494; e-mail: abapubed@abanet.org; Web site: http://www.abanet.org.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Delinquency; *Democracy; *Law Related Education; Program Evaluation; Social Studies; *Youth
IDENTIFIERS	*Program Characteristics; Youth Development Model; *Youth for Justice

ABSTRACT

According to the Law Related Education Act of 1978, Law-Related Education (LRE) can be defined as "education to equip nonlawyers with knowledge and skills pertaining to the law, the legal process, the legal system, and the fundamental principles and values on which these are based." LRE teaches essential concepts of democracy, including law, power, justice, liberty, and equality. As with many social programs, rigorous evaluations of LRE are scarce, but there is substantial evidence that the principles underlying LRE programs squarely address those factors that research has shown put youth at risk of delinquency. This bulletin reviews that evidence and identifies directions for future development and evaluation of LRE programs. The bulletin examines the following topics: (1) What is LRE? (2) What are the characteristics of programs that prevent delinquency? (3) How can LRE contribute to delinquency prevention? (4) academic failure and commitment to school; (5) expectations for behavior norms for health behavior/attitudes toward problem behavior, resiliency skills, early initiation of problem behaviors, and association with peers; (6) neighborhood attachment/bonding and opportunity for meaningful participation; (7) summary; (8) future steps to help further the understanding of LRE's potential roll in preventing delinquency and promoting positive youth development; and (9) concluding remarks. (Contains 62 references.) (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

The Promise of Law-Related Education as Delinquency Prevention. Technical Assistance Bulletin No. 19.

Michelle Parrini, Editor

American Bar Association, Chicago, IL. Public Education Div.

ED 465 659

SO 033 639

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

J. D. Kithaus

TECHNICAL ASSISTANCE Bulletin NO. 19

American Bar Association ABA Division for Public Education

The Promise of Law-Related Education As Delinquency Prevention

by Caliber Associates

Since the late 1960s, Law-Related Education (LRE) has been implemented in schools and communities across the country to teach youth about law and justice and help them develop into responsible citizens. A review of the LRE experience indicates that LRE also has enormous potential to prevent delinquency, substance abuse, and other problem behaviors. As with many social programs, rigorous evaluations of LRE are scarce, but there is substantial evidence that the principles underlying LRE programs squarely address those factors that research has shown put youth at risk of delinquency. This Bulletin reviews that evidence and identifies directions for future development and evaluation of LRE programs. It is organized into the following sections:

- What is LRE?
- What are the characteristics of programs that prevent delinquency?
- How can LRE contribute to delinquency prevention?
- What future steps will help further the understanding of LRE's potential role in preventing delinquency and promoting positive youth development?

The Bulletin concludes with a few final remarks about the promise of LRE as delinquency prevention, and an overview of work being done by Youth for Justice, a Department of Justice–funded, law-related education collaborative, to improve practice.

Caliber Associates provides high-quality applied research, evaluation, information, and human-resources management consulting services to the public, private, and nonprofit sectors. Caliber serves a broad spectrum of policy-making and management organizations within the federal, state, and local governments, and the private sector, including Youth for Justice, a law-related education program supported by the U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention. The American Bar Association Division for Public Education is a member of the Youth for Justice consortium.

What is Law-Related Education (LRE)?

According to the Law Related Education Act of 1978, LRE is "education to equip nonlawyers with the knowledge and skills pertaining to the law, the legal process, and the legal system, and the fundamental principles and values on which these are based."

What Is LRE?

According to the Law-Related Education Act of 1978, LRE can be defined as "education to equip nonlawyers with knowledge and skills pertaining to the law, the legal process, and the legal system, and the fundamental principles and values on which these are based." LRE teaches essential concepts of democracy, including law, power, justice, liberty and equality,

OJJDP
Office of Juvenile Justice and Delinquency Prevention

and the relationship of these concepts to the functioning of politics, culture, and society. Additionally, LRE "strives to develop the active citizens our society requires" by fostering the knowledge, skills, and values students need to function effectively in our society (ABA, 1995). Although there are many programs that may claim to do just these things, not all of them are successful. Past research (Turner, 1984; Johnson & Hunter, 1997) has demonstrated that there are several essential components or ingredients to promising LRE programs. These include:

Focus on essential LRE knowledge and skills—LRE knowledge includes legal literacy focusing on civil, criminal, and constitutional themes; practical information about the law and public policy; and concepts underlying our constitutional democracy. LRE skills include critical thinking, decision making, problem solving, communication, cooperation, and reasoning.

Judicious selection and presentation of issues and materials—Materials should be selected so that they provide a balanced view of our legal and political systems and of the role of the citizen in the United States. Controversy is also important, as it motivates students' interest. Finally, treatment of legal and constitutional issues should be characterized by depth of analysis.

TECHNICAL ASSISTANCE Bulletin

American Bar Association ABA Division for Public Education

Chair, Standing Committee on Public Education: Hon. Judith Billings
Director, Division for Public Education: Mabel C. McKinney-Browning
Director, Publishing and Marketing: Seva Johnson
School Programs Manager: Michelle Parrini
Editor: Michelle Parrini

© 2001 American Bar Association
PC # 497-0113 ISSN: 1-59031-064-0

This is one in a series of technical assistance bulletins on law-related education published by the American Bar Association Division for Public Education, 541 North Fairbanks Court, Chicago, IL 60611-3314; (312) 988-5735, FAX (312) 988-5494
www.abanet.org/publiced E-mail: abapubed@abanet.org

General permission to photocopy or otherwise reproduce, and/or to republish, for nonprofit educational purposes, all or part of the material in this booklet is granted, provided that reference is made to this publication, its date or issue, and that reproduction and/or reprinting privileges were granted by permission of the American Bar Association on behalf of its Division for Public Education.

Prepared under Grant #95-JS-FX-0017 from the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice; we are grateful for its support.

The views expressed in this document are those of the authors and have not been approved by the House of Delegates or the Board of Governors of the American Bar Association and, accordingly, should not be construed as representing the policy of the American Bar Association, the Fund for Justice and Education, or the Division for Public Education.

FOR CUSTOMER SERVICE, CALL (312) 988-5522

All rights reserved. Printed in the United States of America.

Printed on recycled paper.

Produced by Creative Services Associates, Inc.

The American Bar Association is a not-for-profit corporation.

Sufficient quantity of instruction—While "sufficient quantity" is not a precisely defined term, programs should either be carefully implemented into a yearlong course or at a minimum operate as a semester course. The key is for the intervention to be sufficient to bring about desired change.

Use of hands-on, interactive instructional strategies—Strategies should foster positive interaction with positive peers and adults and include sharing objectives with youth, draw on their existing knowledge and experiences, and allow for multiple opportunities for youth to practice the skills they learn. Interactive strategies used in LRE include simulations of trials and appeals, legislative hearings, and police procedures (e.g., a role play of an arrest or search situation); conflict resolution and mediation; group problem solving; and interaction with community legal professionals (i.e., resource persons).

What are the characteristics of promising LRE programs?

- Focus on essential LRE knowledge and skills
- Judicious selection and presentation of issues and material
- Sufficient quantity of instruction
- Use of hands-on, interactive instructional strategies
- Opportunities for youth to interact constructively with community resource persons
- Active involvement of administrators
- Support networks for teachers/instructors

Repeated opportunities for youth to interact with community resource persons who have been well prepared for constructive interaction with students—The content presented by resource persons should be integrated with course content, and the strategies used by resource persons to deliver their message should be interactive.

Active involvement of administrators—Administrators should be involved in providing resources, facilitating field experiences, and dealing with concerns voiced by others in the school, juvenile-justice facility, or community. Involvement of administrators can also serve to reduce the gap between governance policies (school or juvenile facility), community laws, and ideas about justice and procedural due process that may be generated in LRE programs.

Support networks for teachers/instructors—In order to reduce feelings of isolation and strengthen teacher/instructor commitment to use LRE methods and teach LRE content, it is important to provide teachers/instructors with a supportive environment, whether in the school, juvenile-justice facility, or community. The involvement of more than one

©2002 American Bar Association

teacher/instructor from a site in training, joint planning sessions, and social events, among other things, are ways to enhance and strengthen LRE programs.

These components have been supported by research on effective schooling practices (Cotton, 1995) and correspond to current global trends in civic education (Quigley, 2000) and characteristics of successful programs in civic education (CCE, 1994, 1995). Educational research has demonstrated that successful curricula, like those developed for LRE, rely on interactive techniques rather than on lectures or other forms of one-way communication to foster learning (Tobler & Stratton, 1997). Learning and attitudinal change are more likely to occur when students are actively involved in contributing to their education than when students are passive recipients of lectures (Astin, 1985; Chickering & Gamson, 1987; Cross, 1987). Other interactive techniques that have been shown to engage students effectively in self-examination and learning —and are part of most LRE instruction—include role playing, simulations, small-group activities, cooperative learning, and service learning (Bosworth & Sailes, 1993). The integration of classroom learning with experiential learning (i.e., service learning) helps youth prepare for a lifetime of citizenship (Ehrlich, 1999). Many of these characteristics of LRE that contribute to effective learning and development are also important to delinquency prevention.

What Are the Characteristics of Programs That Prevent Delinquency?

Extensive research over the past two decades has documented various factors that either put youth at risk for delinquency and other problem behaviors or help to protect youth against such risks. Catalano and Hawkins (1996) and the Office of Juvenile Justice and Delinquency Prevention's *Study Group on Serious, Violent, and Chronic Offenders* (1995) have identified 19 such risk factors (grouped by individual, peer, family, school, and community factors), including the following six, which are directly relevant to LRE:

- Academic failure
- Lack of commitment to school
- Friends who engage in problem behaviors
- Favorable attitude toward problem behavior
- Early initiation of problem behavior
- Low neighborhood attachment.

These factors have been linked in the research to substance abuse, delinquency, teen pregnancy and school drop out, and violence (Hawkins, Catalano, & Miller, 1992; Dryfoos, 1990; Gottfredson, 1988; Browning, Thornberry, & Porter, 1999; Farrington, 1991; Maguen & Loeber, 1996; Murray, 1983).

Four categories of protective factors have also been identified:

- Caring, support, and bonding (recognition, addressing basic needs, positive communication)
- Opportunity for meaningful participation (decision-making roles, inclusion in planning, position of real authority)
- High expectations for behavior (holding standards of excellence, rewarding high achievement, allowing positive risk taking to pursue high goals)
- Norms for healthy behaviors (e.g., clear rules of conduct, modeling desired behavior, rewards for appropriate behavior) (Hawkins, 1992; Benard, 1993; Catalano, Loeber, & McKinney, 1999; Wasserman, Miller, & Cothern, 2000).

What risk factors are identified with youth delinquency/problem behavior that may be addressed by LRE?

- Academic failure
- Lack of commitment to school
- Friends who engage in problem behavior
- Favorable attitude toward problem behavior
- Early initiation of problem behavior
- Low neighborhood attachment

These protective factors build youth developmental assets and promote resiliency (successful adaptation to stressful events) in the face of risk factors (Rutter,1985; Garmezy, 1991; Benard, 1993; Wright, 1994; Howell, 1995). The four major elements of resiliency identified in the research include

- Social competence (e.g., empathy, caring, communication skills, resistance skills)
- Problem solving (e.g., critical-reasoning skills, decision making, planning)
- Autonomy (feelings of efficacy, high self-esteem, sense of independence, impulse control)
- Sense of purpose and future (planning and goal setting, delaying gratification, belief in future) (Benard, 1993; Garmezy, 1991; Calhoun, 1988).

©2002 American Bar Association

The evaluation research literature indicates that programs which reduce risk factors, enhance protective factors (and thus promote resiliency) are most likely to prevent delinquency (Institute of Medicine, 1994). Other characteristics of effective prevention programs identified in the literature include

- Early start and long-term commitment
- Age-appropriate interventions
- Addressing research-based risk and protective factors
- Targeting at-risk youth
- Interactive, hands-on approach
- Opportunities for bonding with prosocial adults
- Evidence-based practice in every phase of the initiative
- Interagency partnerships and community linkages
- Comprehensive approaches (NIDA, 1997;CSAP, 1999; Elliott, 1997).

In general, evaluations indicate that successful youth programs are those that provide youth with opportunities for bonding with caring adults and responsible peers, build skills, reinforce rules and norms associated with doing well in school and society, and provide opportunities for youth to apply their skills and serve in leadership roles (Scales, Benson, Leffert, & Blyth, 2000).

LRE and Interactive Teaching Strategies

LRE's interactive teaching strategies can increase academic achievement and improve attitudes toward school.

How Can LRE Contribute to Delinquency Prevention?

The components underlying LRE programs are closely aligned with principles proven through research to reduce the risk of delinquency. There has been only one large-scale, multisite experimental evaluation to date that addressed the relationship between LRE and delinquency (as measured by self-reported behavior). This study (Hunter and Davis, 1984) found significant positive effects on delinquency prevention and youth development. Several other more limited studies (using pre-/posttests, but with less rigorous controls or small samples) have also examined the relationship between LRE and delinquency or risk/protective factors or resiliency. On the basis of this research and the essential components of LRE derived from this research, this section summarizes the relationship between LRE programs and the risk and protective factors that are linked to delinquency prevention.

Academic Failure and Commitment to School

What the Research Tells Us. Through the use of interactive teaching strategies, such as cooperative learning, LRE has the potential to increase academic achievement and promote more favorable attitudes toward school (Slavin & Madden, 1989; Slavin, 1983), and thus greater commitment to school, among participants. Youth who are attached or bonded to school and teachers and show increased academic performance are less likely to become delinquent (Hawkins, Doucek, & Lishner, 1998; Browning, Thornberry, & Porter, 1999). Rigorous longitudinal evaluation of the Seattle Social Development Project, a violence-prevention program, demonstrated the effectiveness of using cooperative learning and interactive teaching to increase commitment to school, improve academic achievement, change youth attitudes toward delinquent behavior, and ultimately reduce delinquency (Hawkins & Lam, 1987; Hawkins, Catalano, Morrison, O'Donnell, Abbott, & Day, 1992).

What We Know About LRE. In an evaluation of LRE programs, Hunter and Davis (1984) report that participants improved their attitudes toward school, teachers, and schoolwork during the course of the program. Other evaluations, including the study of *Project NEXUS* (Gruenhager & Leslein, 1993) and an evaluation of the *Street Law* instructional program (Johnson, 1992), have demonstrated a relationship between LRE and improvement in classroom participation, enthusiasm for school and class, and attendance—all potential indicators of commitment to school. A multiyear evaluation of *VOICE* (an LRE program) found improved attitudes related to the classroom (e.g., teacher, class, other students) for participants, compared to youth who did not receive the *VOICE* instruction (SSEC, 1998). These changes in youth attitudes imply greater attachment to teachers, classmates, and resource persons—important bonds to help students avoid engaging in problem behaviors.

There is also strong evidence that youth who participate in LRE show significant gains in knowledge of law and legal process, when compared to a control or comparison group of youth (Geise, 1997). This finding, coupled with myriad studies that found a positive relationship between LRE and enhanced academic performance, indicates that LRE is a potentially effective approach for addressing academic failure—a risk factor that has been correlated with five adolescent problem behaviors (i.e., substance abuse, delinquency, teenage pregnancy, school dropout, violence) (Catalano & Hawkins, 1995; Loeber & Farrington, 1998).

©2002 American Bar Association

Expectations for Behavior, Norms for Healthy Behavior/Attitudes Toward Problem Behavior, Resiliency Skills, Early Initiation of Problem Behaviors, Association with Peers

What the Research Tells Us. Programs that set high expectations for youth, reward achievement, and help youth develop positive beliefs and clear standards for healthy behavior have been shown to reduce risk of violence and other delinquent behaviors (Hawkins, Herrenkohl, Farrington, Brewer, Catalano, Harachi, & Cothern, 2000). These practices, coupled with resiliency skills and positive bonding with prosocial adults, also contribute indirectly to risk reduction by lessening the chances of association with delinquent peers and, if initiated in early grades, by reducing the likelihood of early initiation of delinquent behaviors.

What We Know About LRE. LRE teaches belief in the rules governing behavior in the classroom, school, and community and demonstrates to youth how rules and laws are in fact "reasonable, necessary, and applied with sufficient fairness and equity to merit their being obeyed consistently (Hunter 1987)." The LRE instructors, along with the youth in many cases, determine the rules and expectations that govern the LRE classroom. By engaging youth in this process, it helps to instill belief in the rules and commitment to them. Instructors set high expectations for responsible behavior and reward achievement through competitions and recognition ceremonies at the completion of most programs (Pereira, 1995). Further, the use of resource persons in positions of authority introduces youth to positive role models who demonstrate healthy behaviors and adhere to prosocial standards and norms in society.

LRE also contributes to building resiliency. It helps youth develop problem-solving and reasoning skills through challenging content and interactive strategies (e.g., cooperative learning, use of outside resource persons) (Pereira, 1995). Additionally, LRE helps youth develop a sense of purpose, independence, and power through these participatory teaching strategies. Youth learn how they can and should make a difference in improving the system of justice (Pereira, 1995). According to McBee (1995), LRE is essentially a "critical thinking, problem-solving approach to education built around the civic content of rules, laws, and the legal system." Another benefit of LRE is its emphasis on young people as resources. This can contribute to their self-esteem and outlook on the future. LRE can develop citizen leaders and help them develop a greater understanding and appreciation for others (Crowley, 1997).

An evaluation of the LRE program *Teens, Crime, and the Community (TCC)* (Buzzell, 1994) suggests that youth who participate in LRE learn a number of prosocial skills, including conflict management, problem solving, critical reasoning, and decision making, and demonstrate greater empathy for crime victims. Similarly, an evaluation of *Teen Parents and the Law* (TPAL) (Clawson & Sheldon, 1998) found that teen parents participating in the program showed significant improvement in several life-skill areas, including identification of problems, generating options, evaluating circumstances, reaching agreement/solutions, and communication. LRE also has been shown to build autonomy as demonstrated in the study of *We the People*.... Students receiving the *We the People*... instruction showed greater political tolerance than did comparison students. Additionally, the program promoted higher levels of self-confidence and perceptions of greater control of one's political freedom for these youth (Brody, 1994).

LRE develops critical thinking skills

LRE helps youth develop problem-solving and reasoning skills through challenging content and interactive strategies.

The content of the LRE curriculum also can lead to risk reduction. Research on conflict-resolution and violence-prevention curricula have shown how teaching youth problem-solving skills, dispute resolution, and other socially acceptable means for handling conflict can address the risk factors of early initiation of problem behaviors and association with delinquent peers (Committee for Children, 1992; Hammond & Yung, 1993). Other evaluations of LRE programs (e.g., Project *PRINCE, Citizenship/Law-Related Education*) have shown promise for a link between LRE and reduction of early initiation of problem behaviors. Although most of the studies relied on quasi-experimental designs and, in many cases, the results of qualitative analysis, youth who participate in LRE have been reported to have fewer disciplinary problems in and out of school, including low recidivism rates for some prior offenders (Esfondari 1998; Bell Gardens Study, 1996; Center for Action Research, 1994; Fox, Minor, & Pelkey, 1994). Results of the evaluation of citizenship/law-related education on violent and antisocial behavior (Bell Gardens Study) found some evidence to support LRE as an effective intervention that improved attitudes toward authority, community, responsibility, and cooperation, and increased prosocial behavior and self-control among some fifth- and sixth-grade youth (1996).

©2002 American Bar Association

Neighborhood Attachment/Bonding and Opportunity for Meaningful Participation

What the Research Tells Us. Research has shown a promising relationship between field experience and service-learning interventions and commitment to school and community (i.e., bonding). Additionally, service learning and other hands-on field experiences, often included in LRE, provide opportunities for youth to participate in prosocial activities, use the skills they have learned for prosocial interaction, and thus can instill healthy beliefs and clear standards for youth (Allen, Philliber, & Hoggson, 1990).

What We Know About LRE. A primary goal of most LRE programs is to promote active citizenship among youth. Getting youth involved in the political process is important as a means for connecting youth to their communities and to the larger society. Through hands-on interactive strategies, use of resource persons, and action or field projects, LRE students have the opportunity to get involved and to become more committed to their surroundings. In an assessment of *We the People...Project Citizen*, students expressed increased commitment to solving community problems (Tolo, 1998).

LRE and Risk Factors

LRE can address risk factors for problem behavior through its curricular focus on conflict resolution, problem solving, and dispute resolution.

Summary

Although rigorous impact evaluations of LRE programs are very limited, the types of program strategies employed by LRE have been consistently demonstrated in the research literature to contribute positively to resiliency, risk/protective factors, and delinquency prevention. LRE helps youth build attachments to school and prosocial adults; it provides opportunities for meaningful participation and use of newly learned critical-thinking and problem-solving skills in school and community settings; and it sets high expectations for behavior and recognizes youth for their achievement. Finally, it provides and promotes norms for healthy behaviors, not only through the content of instruction, but also by the behaviors of outside resource persons and instructors.

What Future Steps Will Help Further the Understanding of LRE's Potential Role in Preventing Delinquency and Promoting Positive Youth Development?

An important "next step" to furthering our understanding of LRE as delinquency prevention is the continuing refinement and evolution of LRE programs to incorporate lessons learned from the fields of law-related education and delinquency prevention in general. Although earlier research identified the components of promising LRE programs discussed in this Bulletin, it is likely that there are other essential ingredients to effective LRE programming still to be discovered. For example, some LRE programs include parental involvement, others use peers as resources, and still others incorporate service-learning opportunities in community-based LRE programs. More in-depth study of existing LRE programs is needed to identify the "best practices" in law-related education and to assist us in refining current training and implementation practices to better model successful programming.

As part of the "rethinking" of LRE, practioners should revisit the characteristics of effective prevention practices presented earlier and consider whether LRE can adopt some of these same features. Some of these include:

Early start and long-term commitment—The potential for the implementation of LRE in grades K–12 has been demonstrated, yet the actual adoption of both early initiation of LRE and long-term exposure is rare. The feasibility of such an intensive effort should be explored.

Age-appropriate intervention—The fact that LRE curricula are available across grades demonstrates the attention that has been given to developing age-appropriate interventions. The actual appropriateness, however, of the curricula for different age groups needs further assessment.

Address research-based risk and protective factors—The majority of this publication was intended to show how LRE addresses or has the potential to address research-based risk and protective factors. Future program planning and evaluation should, however, attempt to more directly address the links between LRE and risk and protective factors and subsequent behaviors (e.g., delinquency, resiliency).

Target at-risk youth—There are many LRE programs that specifically target at-risk youth. Although some of these programs can be found in school settings (e.g., *TPAL*), most of these programs are implemented in juvenile facilities (e.g., detention centers) or in community settings as diversion programs for high-risk youth (e.g. *Save Our Streets, Fresh Lifelines for Youth*). Further study is needed to identify the most appropriate settings and effective LRE programs for reaching at-risk youth.

©2002 American Bar Association

Evidence-based practice in every phase of the initiative—Whether or not LRE uses evidence-based practice in every phase of the initiative still needs to be determined. Many of the components associated with LRE have been supported by the education research as effective instructional strategies. It is true, however, that not all LRE programs are alike and not all LRE programs adhere to these components. Testing the fidelity of LRE implementation should be an important focus of any future evaluation.

Interagency partnerships and community linkages—For some LRE programs, collaboration with local or state agencies or organizations (e.g., state department of education, district attorney, juvenile courts, law enforcement, universities, local businesses) has been possible and successful. For others, it remains a challenge still to be achieved.

Comprehensive approaches—Although not an essential requirement of current LRE programs, developing a comprehensive approach is possible. The variety of curricula available, the associated training and technical assistance offered to LRE instructors, the diversity of settings in which LRE is offered (school, juvenile justice facilities, community), and the potential to reach a wide array of youth make LRE a prime candidate for comprehensive programming.

A final characteristic of effective practices is the cost-effectiveness of the initiative. Little is known about the cost-effectiveness of LRE compared to that of other programs (e.g., non-LRE civic education, delinquency prevention, diversion). Future studies should attempt to tackle this important yet difficult outcome for LRE.

Youth for Justice

To learn more about LRE, Youth for Justice, and Youth for Justice efforts to incorporate effective delinquency prevention strategies in LRE programs, contact individual Youth for Justice consortium members or see the following Web sites.

American Bar Association
Division for Public Education
Michelle Parrini, Program Manager, School Programs
541 N. Fairbanks Court, 15.3
Chicago, IL 60611-3314
Tel: 312-988-5735
Fax: 312-988-5494
E-Mail: abapubed@abanet.org
Web: www.abanet.org/publiced/

Center for Civic Education
Roy Erickson, Director of Justice Education Programs
5146 Douglas Fir Road
Calabasas, CA 91302
Tel: 800-350-4223
Fax: 818-591-9330
E-mail: cacoord@aol.com
Web: www.civiced.org

Constitutional Rights Foundation
Todd Clark, Executive Director
601 S. Kingsley Dr.
Los Angeles, CA 90005
Tel: 213-487-5590
Fax: 213-386-0459
E-mail: todd@crf-usa.org
Web: www.crf-usa.org

Constitutional Rights Foundation Chicago
Carolyn Pereira, Executive Director
407 S. Dearborn, Suite 1700
Chicago, IL 60605
Tel: 312-663-9057
Fax: 312-663-4321
E-mail: pereira@crfc.org
Web: www.crfc.org

Phi Alpha Delta Public Service Center
Carole Collins, Coordinator
345 N. Charles Street
Baltimore, MD 21201
Tel: 410-347-3118
Fax: 410-347-3119
E-mail: padpsc@aol.com
Web: www.pad.org

Street Law, Inc.
Lee Arbetman, Director of U.S. Programs
1600 K. St., N.W., Suite 602
Washington, DC 20006
Tel: 202-293-0088
Fax: 202-293-0089
E-mail: larbetman@streetlaw.org
Web: www.streetlaw.org

©2002 American Bar Association

Concluding Remarks

"Approaches to prevention that attempt to reduce risk factors and, at the same time, enhance protective factors, are likely to provide the most effective form of prevention (Institute of Medicine, 1994)." LRE has the potential to be such a program. Although much of the research cited here in support of LRE has been criticized for relying on self-report data, using quasi-experimental rather than experimental designs, relying on anecdotes to demonstrate success, and other methodological flaws (Shaver, 1984), the results are still promising. LRE, if properly implemented, can have significant positive effects on students' knowledge, attitudes, and behaviors (NLREEP, 1984). Many of the links to effective practices are present, some of which are supported by more rigorous evaluations (i.e., experimental designs). There is still the need, however, for more systematic, large-scale, long-term, rigorous evaluation of LRE in order to be able to claim definitively that LRE is an effective practice, not only for preventing delinquency but for fostering citizenship among youth as well. To this end, Youth for Justice (YFJ) is revisiting current LRE training and technical-assistance practices and identifying ways to regenerate the field and improve the quality of LRE across the board. Additionally, YFJ is working on developing materials for the field that will help build evaluation capacity at the state and local levels and will help facilitate more widespread evaluation of LRE programs using common measures of implementation and outcomes. Opportunities for the initiation of rigorous, multisite evaluations of well-implemented LRE programs that demonstrate the essential components of LRE also are being explored.

References

Allen, J.P., Philliber, S., & Hoggson, N. (1990). "School-based prevention of teen-age pregnancy and school dropout: Process evaluation of the national replication of the Teen Outreach Program." *American Journal of Community Psychology*, Vol. 18, pp. 505–524.

American Bar Association, Special Committee on Youth Education for Citizenship (1995). *Essentials of Law-Related Education*. Chicago, Ill: American Bar Association.

Astin, A. (1985). *Achieving Educational Excellence*. San Francisco, Calif.: Jossey-Bass.

Bell Gardens Study (1996). "Impact Assessment Study of Citizenship/Law-Related Education on Violence and Antisocial Behavior Year One Evaluation: Bell Gardens Intermediate School." Unpublished paper for the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

Benard, B. (1993). "Fostering resiliency in kids." Educational Leadership, (November), pp. 44–48.

Bosworth, K. & Sailes, J., (1993). "Content and teaching strategies in 10 selected drug abuse prevention curricula." *Journal of School Health*, Vol. 63, No. (6), pp. 247–253.

Brody, R. (1994). "Secondary Education and Political Attitudes: Examining the Effects of Political Tolerance on the We the People…Curriculum." Unpublished paper. Calabasas, Calif.: Center for Civic Education.

Browning, K., Thornberry, T.P., & Porter, P.K. (1999). *Highlights of Findings from the Rochester Youth Development Study*. OJJDP Fact Sheet, April.

Buzzell, T. (1994). "An Evaluation of Teens, Crime and the Community in a Juvenile Diversion Setting." Unpublished paper. Washington, D.C.: National Crime Prevention Council.

Calhoun, J.A. (1988). "Violent Youth and a Way Out." Testimony presented before the Select Committee on Children, Youth, and Families of the United States House of Representatives, March.

Catalano, R.F. & Hawkins, J.D. (1996). "The Social Development Model: A Theory of Antisocial Behavior." In J.D. Hawkins (ed.) *Delinquency and Crime: Current Theories*. New York: Cambridge University Press, pp. 149–197.

Catalano, R.F., Loeber, R., and McKinney, K.C. 1999 (October). *School and Community Interventions to Prevent Serious and Violent Offending*. Bulletin. Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

Center for Action Research (1994). *Project PRINCE: Evaluation of Impact on Students*. Boulder, Colo.: Center for Action Research.

Center for Civic Education (1994). *National Standards for Civics and Government*. Calabasas, Calif.: Center for Civic Education.

Center for Civic Education (1995). "The Role of Civic Education: A Report of the Task Force on Civic Education." Paper presented at the Second Annual White House Conference on Character Building for a Democratic, Civil Society. Washington, D.C.

©2002 American Bar Association

Center for Substance Abuse Prevention (1999). *Understanding Substance Abuse Prevention: Toward the 21st Century.* Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, CSAP.

Chickering, A.W., & Gamson, Z.F. (1987). "Seven principles for good practice." *AAHE Bulletin*, Vol., 39, pp. 3–7.

Clawson, H.J. & Sheldon, S. (1998). "Teen Parents and the Law (TPAL) Program Outcome Evaluation Report." In *Compendium of Research Supporting Law-Related Education, Part II: Alternative Conceptions/Applications of Law-Related Education.* Boulder, Colo.: Social Science Education Consortium.

Committee for Children (1992). *Evaluation of Second Step, Preschool-Kindergarten, A Violence-Prevention Curriculum Kit.* Seattle, Wash.

Cotton, K. (1995). *Effective Schooling Practices: A Research Synthesis 1995 Update.* Northern Regional Educational Laboratory (NWREL).

Cross, P. (1987). "Teaching for learning." *AAHE Bulletin*, Vol. 39, pp. 3–7.

Crowley, D. (1997). "Connecting National and Community Service with Law-Related Education". In D. Williamson, K.I. Minor, & J.W. Fox (eds.) *Law-Related Education and Juvenile Justice: Promoting Citizenship Among Juvenile Offenders.* Springfield, Ill.: Charles C. Thomas Publisher, LTD.

Dryfoos, J. G. (1990). *Adolescents at Risk: Prevalence and Prevention.* New York: Oxford University Press.

Ehrlich, T. (1999). "Civic Education: Lessons Learned." *PS: Political Science and Politics*, June.

Elliott, D.S. (1997). *Blueprints for Violence Prevention*, Vols. 1 and 2. Boulder, Colo.: University of Colorado, Center for the Study and Prevention of Violence.

Esfondari, M. (1998). "Assessment of Citizenship/Law-Related Education on Violent and Antisocial Behavior." In *Compendium of Research Supporting Law-Related Education, Part II: Alternative Conceptions/Applications of Law-Related Education.* Boulder, Colo.: Social Science Education Consortium.

Farrington, D. P. (1991). "Childhood Aggression and Adult Violence: Early Precursors and Later-Life Outcomes." In D.J. Pepler and K.H. Rubin (eds.) *The Development and Treatment of Childhood Aggression.* Hillsdale, N.J.: Lawrence Erlbaum, pp. 5–29.

Garmezy, N. (1991). "Resiliency and vulnerability to adverse developmental outcomes associated with poverty." *American Behavioral Scientists*, Vol., 34, No. 4: pp. 416–430.

Giese, J.R. (1997). "A Descriptive Review of LRE Research." In *Compendium of Research Supporting Law-Related Education Part I: Law-Related Education as Practiced by the National Training and Dissemination Program/Youth for Justice.* Boulder, Colo.: Social Science Education Consortium.

Gottfredson, G.D. (1988). "Issues in Adolescent Drug Use." Unpublished final report to the U.S. Department of Justice.

Gruenhagen, K., & Leslein, B. (1993). "Using Law-Related Education as a Lifeline for Rural at-Risk Students." In D. Montgomery (ed.) *Rural America: Where All Innovations Begin.* Conference Proceedings (Savannah, Ga., March 11–13).

Hammond, W.R., & Yung, B.R. (1993). *Evaluation and Activity Report: Positive Adolescents Choices Training (PACT) Program.* (Grant No. 92-DG-B01-7138. Ohio Governor's Office of Criminal Justice Services.) Dayton, Oh.: School of Professional Psychology, Wright State University.

Hawkins, D. (1992). *The Social Development Strategy: Building Protective Factors in Your Community.* Developmental Research and Programs, Inc.

Hawkins, J.D., Catalano, R.F., & Miller, J.Y. (1992). "Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention." Psychological Bulletin, Vol. 112, No. 64, pp. 64–105.

©2002 American Bar Association

Hawkins, J.D., Catalano, R.F., Morrison, D.M., O'Donnell, J., Abbott, R.D., & Day, L.E. (1992). "The Seattle Social Development Project: Effects of the First Four Years on Protective Factors and Problem Behaviors." In J. McCord and R. Tremblay (eds.) *The Prevention of Antisocial Behavior in Children*. New York: Guilford.

Hawkins, D., Doucek, H.J., & Lishner, D.M. (1988). "Changing teaching practices in mainstream classrooms to improve bonding and behavior of low achiever." *American Research Journal*, Spring, Vol., 25, No. 1, pp., 31–50.

Hawkins, J.D., Herrenkohl, T.I., Farrington, D.P., Brewer, D., Catalano, R.F., Harachi, T.W., & Cothern, L. (2000). *Predictors of Youth Violence*. OJJDP Juvenile Justice Bulletin, April.

Hawkins, J.D., & Lam, T. (1987). "Teacher Practices, Social Development and Delinquency." In J. Burchard (ed.) *The Prevention of Delinquent Behavior* (pp. 241–274). Thousand Oaks, Calif.: Sage Publications.

Hunter, R. (1987). "Law-related educational practice and delinquency theory." *International Journal of Social Education*, Vol., 2, No. 2, pp. 52–63.

Hunter, R. & Davis, J. (1984). "Law-Related Educational Evaluation Project Final Report, Phase II, Year 3." Unpublished final report to the U. S. Department of Justice. Social Science Education Consortium and Center for Action Research.

Institute of Medicine, Committee on Prevention of Mental Disorders (IOM). (1994). *Reducing Risks for Mental Disorders: Frontiers for Preventive Intervention Research*. Washington, D.C.: National Academy Press.

Johnson, G. (1992). "Evaluation of Street Law Classes at Four American High Schools in Germany." Unpublished report. Boulder: University of Colorado, Center for Action Research.

Johnson, G., & Hunter, R. (1997). "Law-Related Education as a Delinquency Prevention Strategy: A Three-Year Evaluation of the Impact of LRE on Students." In *Compendium of Research Supporting Law-Related Education Part I: Law-Related Education as Practiced by the National Training and Dissemination Program/Youth for Justice*, Boulder, Colo.: Social Science Education Consortium.

Loeber, R. & Farrington, D.P., (eds.) (1998). *Serious and Violent Juvenile Offenders: Risk Factors and Successful Interventions*. Thousand Oaks, Calif.: Sage Publications.

Maguin, E. & Loeber, R. (1996). "Academic Performance and Delinquency." In M. Tonry (ed.) *Crime and Justice: A Review of Research*, Vol. 20, Chicago, Ill.: University of Chicago Press, pp., 145–264.

McBee, R. H. (1995). "Law-related education and violence prevention." *School Safety* (Spring), pg. 24–28.

Murray, C. A. (1983). "The Physical Environment and Community Control of Crime." In Wilson, J. G. (ed.) *Crime and Public Policy*. San Francisco: Institute for Contemporary Studies.

National Institute on Drug Abuse (NIDA) (1997). *Preventing Drug Use Among Children and Adolescents: A Research-Based Guide*. U.S. Department of Health and Human Services, National Institutes of Health, NIDA.

National Law-Related Education Evaluation Project (NLREEP) (1984). *Law-Related Education Project Final Report, Phase II, Year 3*. Boulder: University of Colorado, Center for Action Research and the Social Science Education Consortium.

Pereira, C. (1995). *Linking Law-Related Education to Reducing Violence By and Against Youth*. ERIC Digest, Bloomington, Ind.: ERIC Clearinghouse for Social Studies/Social Science Education.

Quigley, C.N. (2000). "Global Trends in Civic Education." A speech given at the seminar for the Needs for New Indonesian Civic Education. Center for Indonesian Civic Education (CICED), March 29.

Rutter, M. (1985). "Resilience in the face of adversity; protective factors and resistance to psychiatric disorders." *British Journal of Psychiatry*, Vol., 147.

Scales, P.C., Benson, P.L., Leffert, N., & Blyth, D.E. (2000). "Contribution of developmental assets to the prediction of thriving among adolescents." *Applied Developmental Science*, Vol. 4, No. 1, pp. 27–46.

©2002 American Bar Association

Shaver, J. (1984). "The Law-Related Education Evaluation Project: A Methodological Critique of the "Impacts on Students' Findings." Unpublished paper presented at the Rocky Mountain Regional Social Studies Conference, April.

Slavin, R. E. (1983) *Cooperative Learning.* New York: Longman.

Slavin, R.E., & Madden, N.A. (1989). "Effective Classroom Programs for Students at Risk." In R. E. Slavin, N.L. Karweit, and N.A. Madden (eds.) *Effective Programs for Students at Risk.* Boston: Allyn and Bacon.

Social Science Education Consortium (1998). "Final Evaluation Report: Violence-Prevention Outcomes in Civic Education." In *Compendium of Research Supporting Law-Related Education, Part II: Alternative Conceptions /Applications of Law-Related Education.* Boulder, Colo.: Social Science Education Consortium.

Tobler, N., & Stratton, H. (1997). "Effectiveness of school-based drug prevention programs: A meta-analysis of the research." *Journal of Primary Prevention*, Vol., 17, No., 3.

Tolo, K. 1998). *An Assessment of We the People...Project Citizen: Promoting Citizenship in Classrooms and Communities.* Austin, Tex.: Lyndon B. Johnson School of Public Affairs, University of Texas.

Turner, M.J. (1994). "An Evaluation of Law-Related Education: Implications for Teaching." In *Compendium of Research Supporting Law-Related Education Part I: Law-Related Education as Practiced by the National Training and Dissemination Program/Youth for Justice.* Boulder, Colo.: Social Science Education Consortium.

Wasserman, G.A., Miller, L.S., and Cothern, L. 2000 (April). *Prevention of Serious and Violent Juvenile Offending.* SVJ Bulletin. Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

Wright, N. (1994). *From Risk to Resiliency: The Role of Law-Related Education.* Calabasas, Calif.: Center for Civic Education.

©2002 American Bar Association

For more information about Caliber Associates contact:

Caliber Associates
10530 Rosehaven Street, Suite 400
Fairfax, Virginia 22030
Tel: (703) 385-3200 Fax: (703) 385-3206
E-mail: caliberservices@calib.com
Web: http://www.calib.com/

Defending Liberty
Pursuing Justice

AMERICAN BAR ASSOCIATION
541 North Fairbanks Court 15.3
Chicago, IL 60611-3314
http://www.abanet.org/publiced
(312) 988-5735
E-mail: abapubed@abanet.org

©2002 American Bar Association